DOCUMENT RESUME

ED 155 326 CE 016 029

TITLE	Career Alternatives Model for 1975-76. Final Evaluation Report.
INSTITUTION	Highline Public Schools, Seattle, Wash.; Washington Univ., Seattle. Bureau of School Service and Research.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	V361123
PUB DATE	9 Jul 76
NOTE	104p.; Portions of the appendixes will not reproduce because of blurred, broken type; For related documents see CE 016 031 and ED 113 525
EDRS PRICE	MF-$0.83 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; *Career Education; Career Exploration; Computer Oriented Programs; Control Groups; Demonstration Projects; Elementary Secondary Education; Experimental Groups; Information Centers; Instructional Films; *Occupational Guidance; Occupational Information; *Program Effectiveness; Program Evaluation; Teacher Attitudes; Work Sample Tests
IDENTIFIERS	Highline Public Schools WA; Washington (Seattle)

ABSTRACT

An evaluation of the Career Alternatives Model (CAM) program in the Highline School District, Washington, assessed the impact of four key components: (1) the film series "Bread and Butterflies" (for grades 4-6), designed to increase acceptance of responsibility for future career development and to increase maturity in career decision making; (2) a Work Samples Laboratory (grades 7-9) engaging students in activities associated with a variety of jobs at all skill levels; (3) Computer Guidance (grades 10-12)--a reanalysis of data from the previous year's evaluation; and (4) Career Information Centers (grades 10-12) in which a full-time vocational information specialist in each high school coordinated a variety of career education activities. Supplementary data was gathered through a faculty survey regarding knowledge, use, and evaluation of Career Information Center services. The evaluation of "Bread and Butterflies" did not show significant differences between treatment and control groups; however, positive significant differences resulted from the Work Samples Laboratory, Computer Guidance, and Career Information Centers experiences. The faculty survey indicated that the majority of faculty (61.5%) felt that attention to student career concerns increased. (An extensive appendix contains sample tests, worksheets, surveys, and questionnaires.) (VB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155326

V361123

Final Evaluation Report on
Career Alternatives Model for 1975-76

BEST COPY AVAILABLE

Highline School District
Seattle, Washington

Conducted by:

Bureau of School Service and Research
University of Washington
Seattle, Washington

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

July 9, 1976

CE 016 029

V361123

TABLE OF CONTENTS

	Page
INTRODUCTION	1
EVALUATION RESULTS	3
Bread and Butterflies	3
Work Samples Laboratory	6
Computer Guidance	18
Career Information Centers	27
SUMMARY AND IMPLICATIONS OF FINDINGS	38

INTRODUCTION

During the 1975-76 school year, the Bureau of School Service and Research (BSSR) at the University of Washington worked with personnel in the Highline School District in designing and implementing an evaluation of the Career Alternatives Model (CAM) program. The evaluation focused on assessing the impact of several key components of the CAM program while at the same time attempting to resolve certain evaluative concerns identified during the previous year's evaluation. A general emphasis of the 1975-76 evaluation was upon short-range changes in student behavior which might be more readily attributed to the particular components or treatments of interest than was possible in the previous evaluation. In addition, the current year's evaluation reflected a greater concern for selection controls and statistical controls to ensure that the various treatment and control groups were equated on such variables as socio-economic status and academic ability.

The following four major components of the CAM program were evaluated: (1) Bread and Butterflies (grade level 4-6), (2) Work Samples Laboratory (grade level 7-9), (3) Computer Guidance (grade level 10-12), and (4) Career Information Centers (grade level 10-12). The objectives which were examined in relation to each of these components and the basic activities which were required for evaluation are summarized in Table 1.

The Evaluation Results section of this report which follows is sub-divided into discussions of the findings related to each of the major components. A final section of the report summarizes the results and focuses on the implications of findings in terms of general program impact.

TABLE 1

EVALUATION MATRIX

Objectives/Treatments/Activities

Objective	Treatment Group			
	Bread and Butterflies	Work Samples Laboratory	Computer Guidance	Career Information Centers
1. Increased awareness of and knowledge about work	D/E	E	R/E	E
2. Increased acceptance of responsibility for career decisions	E	N	N	D/E
3. Increased maturity in career decision-making	D/E	N	N	N
4. Increased use of a skills approach to job knowledge	N	D/E	N	N
5. Increased thought and/or resource use directed toward career decisions	N	N	R/E	D/E

N = No evaluation activities

D = Development and/or instrument field testing

E = Evaluation and testing of project participants

R = Review and analysis of data already collected

EVALUATION RESULTS

Bread and Butterflies

The film series Bread and Butterflies, together with the various auxiliary activities which accompany the program, was the primary mechanism oriented toward producing changes in outcome areas for grade levels four through six. The objectives expected to be most directly affected by the film series were those concerned with increased acceptance of responsibility for future career development and increased maturity in career decision making, although a secondary objective reflecting increased knowledge about the world of work was also evaluated.

Ten separate groups of students, totaling approximately 270 students, participated in the evaluation of the Bread and Butterflies treatment component. Six separate elementary schools were represented in the sample. The majority of students tested were fifth graders, although a small number of fourth- and sixth-grade students were included. The original intent in sample selection was to select classroom groups so as to represent pairs of classrooms which were roughly matched on socioeconomic background and ability level of students. Whenever possible, members of class pairs were to be chosen from the same school, and when this was not feasible, members of a class pair were to be chosen from two schools which reflected comparable student populations. Members of each pair were then to be randomly assigned to treatment or control conditions. In actuality, this selection procedure was altered somewhat due to problems involving some control groups which secured access to the series and some treatment groups which did not view

the series in its entirety. In the end, however, treatment and control groups were roughly equated using IQ measures from the Short Form Test of Academic Aptitude (SFTAA), grade 5, and the Basic Skills Battery, Total Grade Equivalent Score.

During May, students in the treatment and control groups were tested in classroom-size groups. Each student was administered:

1. Career Knowledge Assessment test, grade 5-6, a locally-developed 20-item instrument in multiple-choice format designed to measure the student's knowledge of the world of work. A portion of the items in the instrument are specifically oriented to the Northwest job market and industries. The instrument is a revision of the Career Knowledge Assessment test, grade 8-9, developed for use in the 1974-75 evaluation. Revision involved lowering the reading level of the instrument. A copy of the instrument is included as Appendix A.

2. Perceived Responsibility Scale (PRS), a locally-developed instrument with 48 items (and two filler items) in true-false format. This instrument measures the extent to which the student feels he is able to exercise influence and control over his life. Specifically, the scale is designed to reflect the individual's degree of responsibility for his own actions, both successful and unsuccessful; ability to perceive himself as independently accountable for decision making and planning; and belief in his own potential for effecting personal change. Items are expressed in terms of school situations, career situations, and general situations. The scale is to be interpreted in terms of attitudes essential to success in future careers, as revealed in the Bread and Butterflies series. Some revisions in the PRS were made following analysis of its use in the 1974-75 evaluation. The instrument, as used for the 1975-76 evaluation, is included as items 1-50 of Appendix B.

3. Inventory of Occupational Maturity (IOM), a locally-developed 35-item instrument in true-false format with a supplementary portion designed to obtain students' preferred occupational choices. The 35 items are statements which reflect students' interests, abilities, values, and desired living or working conditions. Individual statements are keyed to some 30 occupational fields in order to measure the compatibility of students' endorsed statements about themselves and their job choices. Keying was facilitated through the use of judges. Scoring of the instrument requires the computation of a percentage of the statements endorsed in the keyed direction which are pertinent to the student's chosen occupation. The IOM is included as items 51-85 of Appendix B of this report. [A single test

booklet was used for the PRS (items 1-50) and the IOM (items 51-85). The same instructions were used for both instruments.]

For the Career Knowledge Assessment test, the answer sheet used was Form EAC 74T (Appendix C), which was directly machine scored at the Educational Assessment Center, University of Washington. A t-test for the significance of the difference between means was carried out to compare treatment group to control group. As Table 2 shows, the obtained t-value of -.90 was nonsignificant at the .05 level, indicating that no significant difference between treatment group and control group on the measure of career knowledge was demonstrated.

TABLE 2

CAREER KNOWLEDGE ASSESSMENT, GRADES 4-6

t-test for Difference Between Means

Group	Mean	Standard Deviation	n	t
Treatment	6.746	3.16	173	-.90
Control	7.102	2.93	88	

Responses to the PRS and IOM were transcribed from true-false answer sheets (Appendix D) to punched cards and then submitted for computer scoring. For the PRS, each subject received a total of six subscale scores, the subscales containing items which reflect: (1) acceptance of personal responsibility for successful or neutral events, (2) acceptance of personal responsibility for unsuccessful events, (3) attributing responsibility for successful or neutral events to other persons, (4) attributing responsibility

for unsuccessful events to others, (5) attributing responsibility for successful or neutral events to luck, and (6) attributing responsibility for unsuccessful events to luck. Tables 3a - 3f provide summaries of the t-tests used to determine the significance of the differences between means for treatment and control groups on each subscale. In each case, the t-value was nonsignificant at the .05 level of significance.

For the IOM, four scores were calculated for each individual, one for each of the three occupational choices and an overall score obtained by taking the mean of the scores associated with the three occupational preferences. As noted previously, each score represents a percentage of items considered pertinent to the job or job area which are responded to in the keyed direction. Results of data analysis for the IOM are shown in Tables 4a - 4d. t-tests for the difference between means of treatment and control groups were nonsignificant at the .05 level for both individual occupational choice scores and the overall averaged score.

Work Samples Laboratory

At the junior high level, the major CAM component was the Work Samples Laboratory experience during which students were given the opportunity to engage in activities associated with a variety of jobs at all skill levels. To evaluate this component, a sample of approximately 240 ninth-grade students from two junior high schools in the Highline School District were selected. According to the schedule for attendance at the Work Samples Laboratory, approximately one half of the students from each of the schools was exposed to the treatment for the purpose of evaluation, while the other half of the students from each school did not attend the laboratory until completion of the evaluation. This latter group of students served as a control.

TABLE 3

PERCEIVED RESPONSIBILITY SCALE, GRADES 4-6

3a. Personal Responsibility for Successful or Neutral Events

Group	Mean	Standard Deviation	n	t
Treatment	5.592	1.559	179	-.71
Control	5.724	1.336	87	

3b. Personal Responsibility for Unsuccessful Events

Group	Mean	Standard Deviation	n	t
Treatment	4.754	1.663	179	-1.22
Control	5.000	1.478	87	

3c. Others Responsible for Successful or Neutral Events

Group	Mean	Standard Deviation	n	t
Treatment	1.927	1.698	179	-.03
Control	2.000	1.654	87	

TABLE 3 (continued)

3d. Others Responsible for Unsuccessful Events

Group	Mean	Standard Deviation	n	t
Treatment	2.693	1.750	179	.07
Control	2.678	1.699	87	

3e. Luck Responsible for Successful or Neutral Events

Group	Mean	Standard Deviation	n	t
Treatment	3.324	1.857	179	.25
Control	3.264	1.810	87	

3f. Luck Responsible for Unsuccessful Events

Group	Mean	Standard Deviation	n	t
Treatment	2.687	1.649	179	.50
Control	2.575	1.772	87	

TABLE 4

INVENTORY OF OCCUPATIONAL MATURITY

4a. Occupational Choice #1

Group	Mean	Standard Deviation	n	t
Treatment	.539	.288	156	.63
Control	.513	.293	76	

4b. Occupational Choice #2

Group	Mean	Standard Deviation	n	t
Treatment	.542	.274	151	1.00
Control	.501	.308	79	

4c. Occupational Choice #3

Group	Mean	Standard Deviation	n	t
Treatment	.520	.286	136	-.46
Control	.539	.283	74	

TABLE 4 (continued)

4d. Average Measure of Compatibility of Job Choices with Item Responses

Group	Mean	Standard Deviation	n	t
Treatment	.531	.190	118	.52
Control	.514	.212	59	

Several weeks after treatment groups from a given school completed the Work Samples Laboratory experience, all members of the treatment and control groups in that school were administered the evaluation instruments. Testing was accomplished at Seahurst Junior High School in January and at Pacific Junior High School in April. Tests were administered to groups either in the classroom or in the school cafeteria.

Three instruments were administered:

1. Career Knowledge Assessment test, grades 8-9, a locally-developed 20-item instrument in multiple-choice format designed to measure the student's knowledge of the world of work. A portion of the items in the instrument are specifically oriented to the Northwest job market and industries. The instrument has essentially the same content as that used for grades 5-6 but is written at a higher reading level. It is attached as Appendix E, items 1-20.

2. Subscale C of the Career Development Inventory (CDI), developed by Super and Forrest at Columbia University. A 30-item instrument in multiple-choice format, this test is likewise designed as a measure of knowledge of careers and career-related information. It is included in Appendix E as items 21-50. The Career Knowledge Assessment test, described in 1. above, and Subscale C of the CDI were answered on a single answer sheet, Form EAC 74T (Appendix C).

3. Job Skills Test (Appendix F), a locally-developed seven-item instrument which requires that the student provide from three to five "short-answer" responses to each item. The items are written so as to elicit responses regarding basic skills necessary for specific occupations, skills common to pairs of occupations, and skills which the student can identify within himself/herself. Responses are recorded directly on the instrument and scoring is accomplished by hand.

For the Career Knowledge Assessment test and Subscale C of the CDI, answer sheets were machine scored at the Educational Assessment Center, University of Washington. Scores were obtained for each student on the instruments separately and in combination. These three scores as well as the scores on the Job Skills Test were then placed on punched cards for analysis by computer. In addition, students' IQ scores on the Short Form Test of Academic Aptitude (SFTAA), grade 7, were obtained from school

district records to serve as the covariate in an analysis of covariance. The intent of using an analysis of covariance was to obtain a reduced estimate of experimental error by statistically controlling for any pre-existing differences in students' intelligence levels in the treatment and control groups, thereby increasing the power of the test of significance between group means.

The results of the analysis of covariance for the Career Knowledge Assessment test, Subscale C of the CDI, and the total knowledge measure are presented in Tables 5a - 5c. For the treatment and control conditions, mean IQ scores, unadjusted mean test scores, and adjusted mean test scores are reported. As may be noted, the difference between mean IQ for treatment and control groups was minimal. Nonsignificant values of F ($\alpha = .05$) were found for each instrument taken separately. However, when scores on the two instruments were combined to obtain a total knowledge score, a significant difference between the means of the treatment and control groups was demonstrated. The observed difference was in the expected direction, with those persons who attended the Work Samples Laboratory, the treatment group, scoring significantly higher on the measure of total career knowledge than the control group.

With regard to the Job Skills Test, results of data analysis are reported in Table 6. A highly significant value of F was obtained for the analysis of covariance. Again, the observed difference between means was in the expected direction with the treatment group attaining a score significantly higher than the control group.

TABLE 5

ANALYSIS OF COVARIANCE, KNOWLEDGE TESTS, GRADE 9

5a. Career Knowledge Assessment

Group	n	Mean IQ	Mean Test Score[a]	F
Treatment	104	102.79	12.576 (12.598)	2.540
Control	80	102.65	11.914 (11.900)	

5b. Subscale C of the CDI

Group	n	Mean IQ	Mean Test Score[a]	F
Treatment	104	102.79	16.641 (16.654)	3.817
Control	80	102.65	15.642 (15.625)	

5c. Total Knowledge

Group	n	Mean IQ	Mean Test Score[a]	F
Treatment	104	102.79	29.216 (29.240)	4.520 (sign.)
Control	80	102.65	27.556 (27.525)	

[a]Unadjusted means are reported in parentheses. Adjusted means used in the analysis of covariance are not in parentheses.

TABLE 6

ANALYSIS OF COVARIANCE, JOB SKILLS TEST

Group	n	Mean IQ	Mean Test Score[a]	F
Treatment	104	102.79	10.945 (10.952)	209.633 (sign.)
Control	80	102.65	3.184 (3.175)	

[a]Unadjusted means are reported in parentheses. Adjusted means used in the analysis of covariance are not in parentheses.

Supplementary data -- Chinook Junior High School. Prior to the formal testing for evaluation purposes, selected eighth- and ninth-grade students at Chinook Junior High School were administered the three instruments used for evaluating the Work Samples Laboratory component. This testing was undertaken for two reasons: (1) interest on the part of the CAM staff in examining the impact of career activities at Chinook, which was viewed as having a more developed career education program than other junior high schools in the district; and (2) an opportunity for field testing the newly-developed Job Skills Test. (As a result of this field testing, instructions for the Job Skills Test were changed somewhat for clarity.)

Table 7a presents the results of the analysis of covariance for the 20-item Career Knowledge Assessment test. The covariate was SFTAA, grade 7, IQ score. The obtained value of F (5.280) is significant at the .05 level of significance. Furthermore, as shown in Table 7b, paired comparisons for the several groups revealed that: (1) the mean of the ninth-grade control group was significantly higher than the mean of the eighth-grade control group; (2) the mean of the ninth-grade treatment group was significantly higher than the mean of the eighth-grade control group; and (3) the mean of the ninth-grade control group was significantly higher than the mean of the eighth-grade treatment group.

Table 8a contains the results of the analysis of covariance for the 30-item Subscale C of the CDI. Again, a significant value of F (5.069) was obtained. In this case, paired comparisons on the means of the groups demonstrated that the mean of the eighth-grade control group was significantly less than the mean for each of the remaining three groups (Table 8b). While for eighth graders, the treatment and control groups differed significantly, no such findings were indicated at the ninth-grade level.

TABLE 7

CHINOOK JUNIOR HIGH SCHOOL DATA
CAREER KNOWLEDGE ASSESSMENT

7a. Analysis of Covariance

Group	n	Adjusted Mean	F
8th grade Control	63	10.863	5.280 (sign.)
8th grade Treatment	46	11.072	
9th grade Control	24	13.186	
9th grade Treatment	28	12.245	

7b. t-tests for Comparisons of Means

	1	2	3	4
1 - 8th grade Control	.00			
2 - 8th grade Treatment	.39	.00		
3 - 9th grade Control	3.54 (sign)	3.07 (sign)	.00	
4 - 9th grade Treatment	2.23 (sign)	1.79	-1.24	.00

TABLE 8

CHINOOK JUNIOR HIGH SCHOOL DATA
SUBSCALE C OF CDI

8a. Analysis of Covariance

Group	n	Adjusted Mean	F
8th grade Control	63	12.615	5.069 (sign.)
8th grade Treatment	46	14.662	
9th grade Control	24	15.051	
9th grade Treatment	28	15.378	

8b. t-tests for Comparisons of Means

	1	2	3	4
1 - 8th grade Control	.00			
2 - 8th grade Treatment	2.78 (sign)	.00		
3 - 9th grade Control	2.68 (sign)	.41	.00	
4 - 9th grade Treatment	3.21 (sign)	.79	.31	.00

When scores on the two knowledge tests were summed to produce a total knowledge score, results of data analysis (Table 9a) were comparable to those for the CDI Subscale. The obtained F value (6.551) is significant at the .05 level. Paired comparisons on the means revealed that the mean of the eighth-grade control group was significantly less than the means for the other three groups (Table 9b). Again, differences in treatment and control group means were found at the eighth-grade level but not at the ninth-grade level.

Finally, Table 10a presents the results of the analysis of covariance for the Job Skills Test. The obtained value of F (18.035) is highly significant. As shown in Table 10b, paired comparisons revealed that: (1) the mean of the eighth-grade control group was significantly less than both the mean of the eighth-grade treatment group and the mean of the ninth-grade treatment group; and (2) the mean of the ninth-grade control group was significantly less than both the mean of the ninth-grade treatment group and the mean of the eighth-grade treatment group. At each grade level, significant differences between treatment and control groups, in the desired direction, were demonstrated.

Computer Guidance

Reanalysis of 1974-75 Computer Guidance data. As a portion of the 1975-76 evaluation, the evaluation staff reanalyzed Computer Guidance data from the previous year's evaluation. A summary of the rationale, procedures, and findings of this reanalysis was submitted with the Interim Evaluation Report in January. A copy of this summary is included as Appendix G.

TABLE 9

CHINOOK JUNIOR HIGH SCHOOL DATA
TOTAL KNOWLEDGE TEST

9a. Analysis of Covariance

Group	n	Adjusted Mean	F
8th grade Control	63	23.475	6.551 (sign.)
8th grade Treatment	46	25.736	
9th grade Control	24	28.363	
9th grade Treatment	28	27.624	

9b. t-tests for Comparisons of Means

	1	2	3	4
1 - 8th grade Control	.00			
2 - 8th grade Treatment	2.14 (sign)	.00		
3 - 9th grade Control	3.74 (sign)	1.92	.00	
4 - 9th grade Treatment	3.36 (sign)	1.45	-.45	.00

TABLE 10

CHINOOK JUNIOR HIGH SCHOOL DATA
JOB SKILLS TEST

10a. Analysis of Covariance

Group	n	Adjusted Mean	F
8th grade Control	63	4.159	18.035 (sign.)
8th grade Treatment	46	8.204	
9th grade Control	24	4.027	
9th grade Treatment	28	8.535	

10b. t-tests for Comparisons of Means

	1	2	3	4
1 - 8th grade Control	.00			
2 - 8th grade Treatment	5.78 (sign)	.00		
3 - 9th grade Control	-.15	-4.60 (sign)	.00	
4 - 9th grade Treatment	5.34 (sign)	.38	4.49 (sign)	.00

Highline High School Data. At Highline High School, approximately 275 tenth-, eleventh-, and twelfth-grade students were administered the complete CDI. Tests were administered by the Vocational Information Specialist at the school, and data were analyzed with the aid of computer programs by the evaluation staff at the BSSR.

The complete CDI is composed of three subscales. Subscale A is designed to measure the amount of thought, planning, general information seeking, and decision making that the student has engaged in with regard to careers. Subscale B is a measure of the type and amount of assistance the student is inclined to seek from various sources of information. Subscale C has been previously defined as a career knowledge measure. A total CDI score is also obtainable. Appendix H of this report contains a copy of the instrument as used at Highline High School with a cover sheet developed to obtain pertinent background information on the student.

The analysis which was undertaken involved the comparison of four treatment groups on each of the subscales and on the total CDI score. The four treatment groups were: (1) students who had computer experience both during the 1974-75 school year and during the 1975-76 school year ["both years" group], (2) students who had computer experience in 1974-75 but not in 1975-76 ["last year only" group], (3) students who had computer experience in 1975-76 but not in 1974-75 ["this year only" group], and (4) students who had no computer experience in 1974-75 and no computer experience in 1975-76 ["neither year" group]. An analysis of covariance was used with the covariate being IQ score from the Short Form Test of Academic Aptitude (SFTAA), grade 10, obtained for each student from school district records.

Results of the analysis of covariance for Subscale A are presented in Table 11a. The overall F of 6.417 is significant at the .05 level of

TABLE 11

HIGHLINE HIGH SCHOOL COMPUTER GUIDANCE DATA
SUBSCALE A OF CDI

11a. Analysis of Covariance

Group	n	Mean IQ	Mean Subscale Score[a]	F
"Both years" group	49	98.33	107.6 (108.53)	6.417 (sign.)
"Last year only" group	36	98.87	116.3 (117.42)	
"This year only" group	40	95.16	106.4 (106.42)	
"Neither year" group	151	91.14	101.2 (101.54)	

11b. t-tests for Comparison of Means

	1	2	3	4
1 - "Both years" group	.00			
2 - "Last year only" group	2.05 (sign)	.00		
3 - "This year only" group	-.29	-2.23 (sign)	.00	
1 - "Neither year" group	-2.02 (sign)	-4.21 (sign)	-1.52	.00

[a]Unadjusted means are reported in parentheses. Adjusted means used in the analysis of covariance are not in parentheses.

significance. Paired comparisons on the various group means revealed four significant values of t: (1) the mean of the "last year only" group was significantly higher than the mean of the "both years" group; (2) the mean of the "last year only" group was significantly higher than the mean of the "this year only" group; (3) the mean of the "last year only" group was significantly higher than the mean of the "neither year" group; and (4) the mean of the "both years" group was significantly higher than the mean of the "neither year" group. Table 11b on the previous page summarizes these comparisons.

For Subscale B, results of the analysis of covariance are reported in Table 12a. A significant value of F (4.489) was obtained. Paired comparisons using t-tests (Table 12b) revealed two findings of significant differences between group means: (1) the mean of the "last year only" group was significantly higher than the mean of the "neither year" group; and (2) the mean of the "last year only" group was significantly higher than the mean of the "this year only" group.

Results of the analysis of covariance for Subscale C are reported in Table 13a, which shows a nonsignificant value of F (1.078). Hence, the lack of significant differences among paired comparisons on the various group means (Table 13b) are to be expected. On the career knowledge subtest, no significant differences among group means were noted.

Finally, the results of the analysis of covariance for the total CDI score are presented in Table 14a. The value of F (6.368) is significant at the .05 level. Paired comparisons on the group means (Table 14b) demonstrate that the "last year only" group scored significantly higher on the CDI than (1) the "both years" group, (2) the "this year only" group, and (3) the "neither year" group.

TABLE 12

HIGHLINE HIGH SCHOOL COMPUTER GUIDANCE DATA
SUBSCALE B OF CDI

12a. Analysis of Covariance

Group	n	Mean IQ	Mean Subscale Score[a]	F
"Both years" group	49	98.33	257.420 (257.96)	4.489 (sign.)
"Last year only" group	36	98.87	276.340 (277.84)	
"This year only" group	40	95.16	255.676 (246.94)	
"Neither year" group	151	91.14	246.875 (254.79)	

12b. t-tests for Comparisons of Means

	1	2	3	4
1 - "Both years" group	.00			
2 - "Last year only" group	1.95	.00		
3 - "This year only" group	- .19	-2.04 (sign)	.00	
4 - "Neither year" group	-1.45	-3.60 (sign)	-1.12	.00

[a]Unadjusted means are reported in parentheses. Adjusted means used in the analysis of covariance are not in parentheses.

TABLE 13

HIGHLINE HIGH SCHOOL COMPUTER GUIDANCE DATA
SUBSCALE C OF CDI

13a. Analysis of Covariance

Group	n	Mean IQ	Mean Subscale Score[a]	F
"Both years" group	49	98.33	18.590 (18.43)	1.078
"Last year only" group	36	98.87	19.811 (20.13)	
"This year only" group	40	95.16	19.090 (18.77)	
"Neither year" group	151	91.14	18.717 (19.21)	

13b. t-tests for Comparisons of Means

	1	2	3	4
1 - "Both years" group	.00			
2 - "Last year only" group	1.56	.00		
3 - "This year only" group	.66	- .88	.00	
4 - "Neither year" group	.22	-1.66	-.59	.00

[a]Unadjusted means are reported in parentheses. Adjusted means used in the analysis of covariance are not in parentheses.

TABLE 14

HIGHLINE HIGH SCHOOL COMPUTER GUIDANCE DATA
TOTAL CDI

14a. Analysis of Covariance

Group	n	Mean IQ	Mean Test Score[a]	F
"Both years" group	49	98.33	383.627 (384.92)	6.368 (sign.)
"Last year only" group	36	98.87	412.410 (415.40)	
"This year only" group	40	95.16	381.183 (380.42)	
"Neither year" group	151	91.14	366.823 (367.24)	

14b. t-tests for Comparisons of Means

	1	2	3	4
1 - "Both years" group	.00			
2 - "Last year only" group	2.28 (sign)	.00		
3 - "This year only" group	- .20	-2.36 (sign)	.00	
4 - "Neither year" group	-1.77	-4.27 (sign)	-1.40	.00

[a]Unadjusted means are reported in parentheses. Adjusted means used in the analysis of covariance are not in parentheses.

Career Information Centers

Student data. Each high school in the Highline School District operates a Career Information Center designed to direct and coordinate a variety of career education activities within these schools. Each center is under the direction of a full-time Vocational Information Specialist. An evaluation of these centers comprised the fourth major project for the 1975-76 CAM evaluation.

A test booklet entitled Career Information Center Survey (Appendix I) was developed for administration to students from each high school. The booklet contains four sections:

1. A Biographical Information sheet designed to provide categorical data on the student and brief information on the student's career plans and current career education activities.
2. Inventory of Service Use (ISU), a locally-developed "check list" type of instrument which collects data on the student's familiarity with the various center services, the amount of use which he/she made of the services during the school year, and his/her evaluation of particular services received. Six separate center services are listed on the form. The form was developed with the assistance of the Vocational Information Specialists from the five schools.
3. Subscale C of the Career Development Inventory (CDI), as previously described.
4. Perceived Responsibility Scale (PRS), as previously described.

A sample of 66 students (22 tenth graders, 22 eleventh graders, and 22 twelfth graders) were randomly selected from each of the five high schools using school rosters provided to the evaluation staff by the school district. Each Vocational Information Specialist was contacted individually, given the list of selected students, and advised of testing procedures. The Vocational Information Specialists then arranged for all selected students within each school to be tested by evaluation personnel in a single testing

session. Testing of students was accomplished during April and May.

Responses to the several instruments contained in the survey form were recorded by students directly on the survey booklet. These responses were then placed on punched cards for submission to computer analysis. Of primary interest was the possibility of: (1) a relationship between familiarity with, use of, and evaluation of the center services (as reflected in responses to the ISU) and students' knowledge of the world of work (as measured by Subscale C of the CDI); and (2) a relationship between familiarity with, use of, and evaluation of center services (again, as measured by the ISU) and the amount of responsibility assumed by students for career and life decisions and outcomes (as measured by the PRS subscales).

Table 15 presents a matrix of correlations between the variables of interest for all students. As may be noted, CDI knowledge scores and each of the PRS subscale scores were correlated with the measures of "familiarity with service," "level of use of service," and "value of service" calculated from ISU responses. "Familiarity with service" scores were obtained by assigning a value of 2 to the "yes" response and a value of 1 to the "no" response and summing these values for the six services for each student. For the services with which the student was familiar, "level of use of service" scores were calculated by assigning a value of 3 to the "very much" response, a value of 2 to the "some" response, and a value of 1 to the "not at all" response. The student's score was obtained by summing the values over all services. Finally, "value of service" scores were the sum of responses for all familiar services with a value of 3 representing "very helpful," a value of 2 representing "somewhat helpful," and a value of 1 representing "little or no help."

TABLE 15

CAREER INFORMATION CENTER SURVEY

Correlations of Knowledge and Responsibility Measures
with Measures of Service Familiarity,
Use, and Evaluation[a]

Service Measures	CDI (Knowledge)	PRS #1 Personal Responsibility for Successful or Neutral Events	PRS #2 Others Responsible for Successful or Neutral Events	PRS #3 Luck Responsible for Successful or Neutral Events	PRS #4 Personal Responsibility for Unsuccessful Events	PRS #5 Others Responsible for Unsuccessful Events	PRS #6 Luck Responsible for Unsuccessful Events
Familiarity	.259	- .084	- .169	- .275	- .018	- .255	- .274
Level of Use	.097	- .011	- .171	- .141	.108	- .169	- .178
Value of Service	.033	.066	- .206	- .106	.226	- .153	- .149

[a]Those correlations which are significantly different than zero at the .05 level are underlined.

In Table 15, those correlation coefficients which are significant at the .05 level of significance are underlined. For significance, a value of r equal to or exceeding .138 is required (N = 214). The significant correlation coefficients represent:

1. A significant positive relationship between familiarity with services and career knowledge (as measured by CDI Subscale C).

2. A significant negative relationship between familiarity with services and attributing responsibility for successful or neutral events to others.

3. A significant negative relationship between familiarity with services and attributing responsibility for successful or neutral events to luck.

4. A significant negative relationship between familiarity with services and attributing responsibility for unsuccessful events to others.

5. A significant negative relationship between familiarity with services and attributing responsibility for unsuccessful events to luck.

6. A significant negative relationship between level of use of services and attributing responsibility for successful or neutral events to others.

7. A significant negative relationship between level of use of services and attributing responsibility for successful and neutral events to luck.

8. A significant negative relationship between level of use of services and attributing responsibility for successful events to others.

9. A significant negative relationship between level of use of services and attributing responsibility for unsuccessful events to luck.

10. A significant negative relationship between value of service and attributing responsibility for successful or neutral events to others.

11. A significant positive relationship between value of service and assuming personal responsibility for unsuccessful events.

12. A significant negative relationship between value of service and attributing responsibility for unsuccessful events to others.

13. A significant negative relationship between value of service and attributing responsibility for unsuccessful events to luck.

Supplementary Data--Faculty Survey. In addition to student data, the Vocational Information Specialists at the five high schools in the district expressed a desire to obtain information from the faculties and staffs of each high school regarding knowledge, use, and evaluation of Career Information Center services. To meet this need, a second survey form was developed and is included as Appendix J.

Individual meetings were held with the Vocational Information Specialists from each school to discuss the most efficient method of distributing the survey forms. The methods of distribution varied from school to school and included placement in individual mail boxes, personal delivery to faculty members, and distribution at general faculty meetings. In all cases, an effort was made to provide a thorough explanation of the purpose and importance of evaluation and how the data would be used. Survey forms were forwarded by mail from respondents to the evaluation staff at the BSSR. The original deadline for receipt of the forms (May 1, 1976) was extended in order to obtain as high a response rate from each school as possible.

Data from the faculty survey forms were placed on punched cards and submitted to computer analysis. Because the items on the survey form reflect a composite of the areas of interest of the five Vocational Information Specialists, with some items relevant to some schools but not to the others, it was not considered appropriate to make a direct comparison of

responses to these items between schools. Whereas an examination of these item responses summed over all schools may provide relevant feedback to CAM personnel concerning district-wide impact, each school should be examined on an individual basis with regard to these items. This is an important point to keep in mind--respondents may have noted little impact of a career activity in a particular school setting not because this activity was ineffective but rather because it was deemphasized in favor of another activity. Hence, most of the descriptive data on individual schools which follow must be interpreted in terms of the objectives emphasized and the particular means used for attainment of these objectives within each school. However, two comparisons of item responses (including tests of significance between schools) were made and are discussed later in this part of the report.

Tables 16 thru 19 summarize the data from the faculty survey with attention to each school individually and to the five schools in combination. Table 16 provides data on respondents' overall impression of the change in amount of attention given to career concerns during the school year. Table 17 summarizes the data on faculty familiarity with the six key center services. Table 18 presents mean responses to items referring to contact and referral to the center and general impact of the center, and Table 19 presents mean responses to items reflecting career activities in the classroom.

For item 5 of Part II ("How much of an impact do you feel the center has had in creating a career awareness at your school?"), a Chi-square test of independence was performed to determine if there were a significant relationship between responses to the items and particular schools, that is, to determine if schools differed in the frequencies of responses in the several response categories of the item. Table 20 presents these frequencies for

TABLE 16

FACULTY SURVEY

Change in Amount of Attention
Directed to Career Concerns[a]

School	Number of Respondents	Change Category			Mean Score[b]
		Decreased	No Change	Increased	
Evergreen	61	1.6%	34.4%	63.9%	2.623
Tyee	21	0.0	33.3	66.7	2.667
Glacier	25	4.0	40.0	56.0	2.520
Highline	54	0.0	29.6	70.4	2.704
Mt. Rainier	34	5.9	50.0	44.1	2.382
All Schools	195	5.9	36.4	61.5	2.595

[a]Faculty were asked to respond to the question, "What change, if any, has occurred in the amount of attention given to career concerns in your classroom this year?"

[b]Based on: Decreased = 1
Remained the same = 2
Increased = 3

TABLE 17

FACULTY SURVEY

Level of Familiarity with Student Services

Service Category	Average Familiarity Rating[a]					
	Evergreen	Tyee	Glacier	Highline	Mount Rainier	All Schools
Computer Guidance System ("Mr. Wizard")	2.28	2.83	2.37	2.61	2.27	2.45
Availability of career pamphlets and other materials	2.70	2.88	2.50	2.76	2.61	2.70
Career counseling with Career Information Center staff	2.53	2.79	2.43	2.51	2.45	2.53
Vocational or career testing (e.g., OVIS, ASVAB)	2.37	2.58	2.21	2.39	2.21	2.35
Availability of job placement information in the Center	2.36	2.83	2.36	2.05	2.32	2.32
Career-oriented field trips sponsored by the Center	2.36	2.17	2.46	2.52	2.57	2.43

[a]Based on: Not aware of service = 1
Aware of service but not well informed = 2
Very familiar with service = 3

TABLE 18

FACULTY SURVEY

Contact with Center and General Impact of Center

Survey Item	Average Response[a]					
	Evergreen	Tyee	Glacier	Highline	Mount Rainier	All Schools
1. How often have you been encouraged to visit your school's Career Information Center by either Center personnel or other school personnel?	2.27	2.58	1.78	2.36	2.05	2.23
2. How often have you actually visited the Career Information Center?	1.86	2.42	1.82	2.11	1.82	1.98
3. How often have you referred students to the Career Information Center for vocational guidance or other career-related information?	2.14	2.42	1.75	1.93	1.95	2.03
4. To what extent have your contacts with the Career Information Center personnel been initiated by you (rather than by Center personnel)?	1.52	1.87	1.54	1.48	1.76	1.59
5. How much of an impact do you feel the Center has had in creating a career awareness at your school?	2.44	2.75	1.96	2.60	2.08	2.39

[a]For items 1, 2, and 3 the scale was: Never 0 1 2 3 Quite Often; for item 4 the scale was Never 0 1 2 3 Entirely; and for item 5 the scale was None 0 1 2 3 Quite a Bit.

TABLE 19

FACULTY SURVEY

Impact on the Classroom

Survey Item	Average Response[a]					
	Evergreen	Tyee	Glacier	Highline	Mount Rainier	All Schools
1. How much assistance have you received from the Career Information Center in obtaining career-oriented materials for use in the classroom?	1.95	2.14	1.80	2.28	1.15	1.90
2. How often have you conferred with Center personnel specifically for the purpose of obtaining help in relation to career activities in the classroom?	1.46	1.91	1.15	1.46	1.21	1.43
3. How often do you attempt to incorporate career concepts and activities into your ongoing classroom curriculum?	1.83	2.23	1.95	2.08	1.84	1.96
4. How much of an impact do you feel the Career Information Center has had on the amount of attention given to career concerns in your classroom teaching?	1.75	1.96	1.45	1.90	1.25	1.70

[a]For item 1 and 4 the scale was None 0 1 2 3 Quite a Bit; and for items 2 and 3 the scale was Never 0 1 2 3 Quite Often.

TABLE 20

FACULTY SURVEY

Response Frequencies, Part II, Item 5

School	Response Frequencies[a]				Total Number of Respondents
	0	1	2	3	
Evergreen	0	8	19	36	63
Tyee	0	1	4	19	24
Glacier	1	8	10	9	28
Highline	1	3	14	40	58
Mt. Rainier	1	11	10	16	38

[a]The scale used here was None 0 1 2 3 Quite a Bit and the question was as follows: "How much of an impact do you feel the center has had in creating a career awareness at your school?"

the five schools. The obtained Chi-square value of 24.69 was significant at the .05 level, indicating an association between school and pattern of responses. Perusal of Table 20 would seem to indicate that Tyee and Highline High Schools tended to have a greater percentage of responses in the higher response category (3) while Glacier and Mt. Rainier High Schools had a greater percentage of responses in the lower response categories (0 and 1).

Similarly, for item 4 of Part III ("How much of an impact do you feel the Career Information Center has had on the amount of attention given to career concerns in your classroom teaching?"), a Chi-square test of significance was performed to determine if there were a significant relationship between school and response frequencies. The obtained value of Chi-square (16.34) was significant at the .05 level, indicating the presence of a significant relationship. As Table 21 suggests, Tyee and Highline High Schools tended to have a greater percentage of responses in the higher response categories (2 and 3), while Glacier and Mt. Rainier High Schools tended to have a greater percentage of responses in the lower response categories (0 and 1).

SUMMARY AND IMPLICATIONS OF FINDINGS

The evaluation of the impact of the Bread and Butterflies component of the CAM program did not result in the demonstration of significant differences between treatment and control groups on any of the measures used. The reasons for such lack of significant differences are indeterminate, but several possibilities may be offered.

For the Career Knowledge Assessment test, based on the obtained variances of the treatment and control groups and the number of subjects within each group, the difference between group means required for significance would be .657 or approximately .22 standard deviation units. This rather low value

TABLE 21

FACULTY SURVEY

Response Frequencies, Part III, Item 4

School	Response Frequencies[a]				Total Number of Respondents
	0	1	2	3	
Evergreen	8	14	19	16	57
Tyee	1	5	10	6	22
Glacier	4	6	7	3	20
Highline	6	10	17	17	50
Mt. Rainier	8	14	4	6	32

[a]The scale used here was None 0 1 2 3 Quite a Bit and the question asked was as follows: "How much of an impact do you feel the Career Information Center has had on the amount of attention given to career concerns in your classroom teaching?"

indicates that there were probably sufficient numbers of subjects in the test of significance to detect differences in groups if they existed. However, the instrument itself might be critically examined with regard to its appropriateness. In retrospect, it appears that the difficulty level of the Career Knowledge Assessment test for elementary school students may have detracted from its ability to demonstrate differences between groups. That is, the test may have been too difficult to be a reliable measure of individual differences in student awareness of careers. This problem was not foreseen when the test was developed but was supported by post-evaluation item analysis of the data.

With regard to the data from the PRS and IOM, again it was determined that there were sufficient numbers of students in the two groups to detect significant differences. The finding of no significant differences between groups might therefore be a function of either weaknesses in the instruments themselves or lack of adequate impact of the program upon students. Especially when one considers the objectives related to this portion of the evaluation--changes in student's self-awareness, degree of personal responsibility, and maturity in career decision making--the difficulty in demonstrating program impact becomes apparent. It may be that to effect change in these affective areas requires a more intensive long-term learning experience than could be offered by the district's career education program.

The results of the evaluation of the Work Samples Laboratory component at the junior high school level were more encouraging. While significant differences between the means of treatment and control groups for the Career Knowledge Assessment test and Subscale C of the CDI were not demonstrated, the differences which were found in these tests were in the expected direction and suggestive. Furthermore, when scores on these measures were

combined to form a total knowledge score and a test of significance was performed, a significant difference between groups was demonstrated. It appears that the increased reliability gained from combining the two knowledge measures into a single instrument provided for a more powerful test of significance and thus the detection of differences between groups.

The Job Skills Test was more specific to the actual objectives and activities of the Work Samples Laboratory. The finding that the treatment group scored significantly higher than the control group thus seems to indicate that students who attended the Work Samples Laboratory did gain an ability to identify skills necessary for various occupations and to analyze the similarities between occupations using a job skills approach. The value of F obtained (209.633) represents a finding of differences between groups which is extremely unlikely to have occurred on the basis of chance alone.

The evaluation of the Computer Guidance component at Highline High School demonstrated a number of significant differences between the various treatment groups. In general, the group which had computer experience during the 1974-75 school year but did not repeat that experience during the 1975-76 school year performed better on the CDI than the other groups. It is somewhat puzzling why the group which had experience on the computer both years and the group which had experience only during the 1975-76 school year did not, in general, score as highly as did the "last year only" group. However, on Subscale A, for example, the "both years" group did score significantly higher than the "neither year" group; and the data do demonstrate a distinct tendency for those who had computer experience to some degree (whether it be one year or both years) to perform better on the instrument. For Subscales A and B and the total CDI, the "neither year" group was consistently the lowest-scoring group.

Analysis of the data for Subscale C of the CDI, composed of career knowledge items, did not result in significant differences between groups. This would seem to suggest that the impact of the Computer Guidance experience is not highly related to increased knowledge of careers. Rather, its impact may be more accurately focused upon an increased awareness of the need for planning and information seeking, as represented by Subscales A and B.

Student data from the Career Information Center Survey indicated a number of significant relationships between use of services and student knowledge and characteristics. Perhaps most interesting is the finding that familiarity with the various services was significantly related to student's performance on the CDI knowledge measure. The significance of the obtained correlation coefficient suggests that, in general, there is a tendency for students who are more familiar with services to score higher on the instrument. Whether the difference is attributed to knowledge gained through use of the center or from a generally higher ability or information level remains problematical.

The interpretation of correlations between service measures (familiarity, use, and value) and the PRS subscales is somewhat more difficult. However, the pattern of negative correlations between service measures and PRS subscales 2, 3, 5, and 6 would seem to indicate that those persons who are externally-oriented tended to be less involved in utilization of center services. That is, those students who tend to attribute responsibility for events to others or luck were also likely to not have knowledge of, utilize, or value center services. If we can infer that these same externally-oriented students demonstrate less personal responsibility or initiative, then we can reasonably conclude that, for them, the center services are less

meaningful. Conversely, for students who do not attribute responsibility to external sources, the services are more meaningful.

Finally, the faculty survey indicated that the majority of faculty in the school district (61.5%) felt that attention to career concerns had increased during the school year. Generally, they were aware of Career Information Center services, and, in the cases of field trips, career counseling, and availability of career literature, the majority of faculty (51.2% - 69.5%) considered themselves very familiar with the services. Items reflecting degree of contact with or referral to the centers revealed, again, that the majority of faculty (57.9% - 78.3% in the five schools) responded on the upper half of the range of the rating scales. Responses to questions regarding impact of the centers on the classroom were also generally on the upper range of the rating scales (50.2% - 66.3% of faculty surveyed in the five schools).

This booklet contains questions about jobs and career planning. Some questions ask about career facts; some ask about job skills; and others ask you to judge students' abilities, interests and job plans. Give the best answers you can.

All answers are to be marked on the answer sheet provided. Make no marks in the booklet. For each question, find the number of the question on your answer sheet and mark the space that is the same as the letter of your answer. Completely erase any changed answers or any other marks on the answer sheet.

Answer all questions. If you are unsure of an answer, guess. There is no time limit, but work as fast as you can.

You must use a NUMBER TWO PENCIL. Ask for a pencil if you do not have one.

The questions begin on the next page.

Choose the one best answer to each question. Mark the letter of your answer on the answer sheet.

1. A longshoreman might be expected to do which of the following?

A....give advice on boat-building
B..sell beachfront land
C....lift and carry heavy boxes
D..measure the length of lumber
E....operate a steamboat

2. A computer programmer needs to know how to do which of the following?

A....repair tape recorders
B..give artificial respiration
C....read mathematical symbols
D..replace broken windows
E....operate a television camera

3. A real estate salesman is best described by which of the following?

A....works best under the direct supervision of others
B..likes to work with his hands
C....has good depth perception
D..is not afraid of heights
E....does not mind working on weekends

4. A surveyor is best described by which of the following?

A....enjoys classical music
B..is able to work well under stress
C....does not mind large crowds of people
D..likes to work evenings and nights
E....likes outdoor activities

5. A bookkeeper might be expected to do which of the following?

A....check for overdue library books
B..write book reviews
C....keep records for a business
D..put books in alphabetical order
E....operate a printing press

6. A stock clerk in a grocery store might be expected to do which of the following?

A....decide on the prices of items
B..give out paychecks
C....cut and package meat
D..arrange employees' work schedules
E....put food products on shelves

7. A lens grinder might be expected to do which of the following?

A....adjust a television camera
B..work with precision tools
C....operate a concrete mixer
D..give eye examinations
E....advise people about the stock market

8. Which of the following best describes the working hours of an insurance salesman?

A....odd hours and weekends
B..regular hours five days a week
C....only nights
D..mostly mornings
E....only on weekends

9. A person who has a talent for public speaking might be successful in which occupation?

A....trial lawyer
B..model
C....family doctor
D..newspaper reporter
E....shoe salesman

10. Which of the following gives information about higher education and training opportunities in Washington State?

A....Mapping Your Education
B..Northwest Quarterly
C....Chamber of Commerce Weekly
D..Dictionary of Occupational Titles
E....Seattle Times

11. What has most influenced the job market in the last ten years?

A....television
B..microwave cooking units
C....widespread use of computers
D..steam-powered engines

12. If supertankers bringing oil from Alaska were allowed to unload their oil cargo in the Puget Sound area, the most direct effect on the local job market might be:

A....increase in tourism and related industries
B..decreased banking and other financial activities
C....decreased need for doctors, lawyers, and other professional people
D..increased need for construction workers and other blue-collar workers

13. High rates of unemployment are likely to occur during a period of:

A....economic stability
B..warfare
C....economic expansion
D..inflation
E....recession

14. Which of the following represents a current trend in the job market?

A....more women in professional jobs
B..longer work weeks
C....greater reliance on individuals rather than machines
D..less need for professional service jobs

15. Which of the following represents a current trend in the job market?

A....more middle-level technician jobs
B..few, if any, early retirements
C....more agriculture-related jobs
D..more assembly-line jobs

For each group below, select the line which best shows how a person may advance within a career field <u>without</u> additional education.

16. A....store cashier becomes store manager
B..nurse's aide becomes head nurse
C....dog groomer becomes veterinarian
D..welder becomes aeronautical engineer

17. A....reservation agent becomes airline pilot
B..school custodian becomes principal
C....lawyer becomes judge
D..short-order cook becomes dietitian

18. A....TV repairman becomes TV producer
B..swimming instructor becomes oceanographer
C....hospital orderly becomes surgeon
D..parts assembler becomes plant foreman

In each group below, choose the industry or occupational field which is <u>not</u> likely to be found in the Puget Sound area.

19. A....ranching
B..recreation
C....fishing
D..forestry

20. A....automobile assembly
B..pulpmills
C....shipbuilding
D..aerospace

On the following pages are sentences which might describe you or what you believe. Read each sentence and then decide whether you think that the sentence is true or false. On the answer sheet, find the number of the sentence. Circle T if you decide that the sentence is true, and circle F if you decide that the sentence is false. Be sure to respond to every sentence.

1. If I decide to do something, I always get it done.
2. Teachers usually have good advice for someone who has a problem.
3. I believe in luck.
4. People who get fired from jobs are the ones who deserve it the most.
5. Other people usually decide what is best for me.
6. Getting a traffic ticket is mostly a matter of bad luck.
7. The only way to get good grades is to study hard.
8. Other people are often getting me into trouble.
9. There's no use in planning because plans are usually changed by unexpected events.
10. If I play around too much in school, I probably will never get a good job.
11. Success depends mostly on knowing the right people.
12. Trouble often finds me without my doing anything.
13. I am responsible for the things that happen to me.
14. It is almost impossible to get ahead if you don't know the right people.
15. What is going to happen in my future is pretty much already determined.
16. If you lose a contest, it is because you did not try hard enough.
17. I depend on the teacher to tell me when I am doing a good job.
18. Getting in trouble once in a while is something that just can't be helped.
19. Students who win class elections are the ones who work the hardest.
20. Other people are the greatest cause of my problems.
21. Finding an interesting job is mainly a matter of luck.
22. I have been unable to buy things that I wanted when I did not plan ahead and save for them.
23. Pay raises are given to the workers that the boss likes the most.
24. If I am late for dinner, it is usually not my fault.
25. If I try hard, I can be anything I want to be.

26. Low grades go to the students the teacher doesn't like.

27. Many things happen to me that I don't know how to control.

28. People who cannot find a good job have simply not tried hard enough to find one.

29. Decisions by other people will determine my future.

30. Students who fail tests are bad guessers.

31. Being a hard worker is most important in getting ahead.

32. If I don't understand something in class, it's usually because the teacher wasn't clear enough.

33. On most jobs it takes a lot of luck to get everything done on time.

34. When I don't do well on a test, it is because I did not study hard enough.

35. To get most job promotions you need to know the right people.

36. Most of the time I can't help doing the things that get me in trouble.

37. If I really tried, I could become a class officer.

38. Many teachers get angry at students for no good reason.

39. Luck has been very important in my life.

40. Teachers give low grades to those students who don't work hard enough.

41. I don't have much control over what happens to me.

42. Many people's problems are caused by bad luck.

43. What you get out of school depends entirely upon what you put into it.

44. I get blamed for lots of things that really aren't my fault.

45. Successful people have simply had better luck than unsuccessful people.

46. When I get into trouble, I know pretty well what it is that I did wrong.

47. It is easy to get good grades if the teacher likes you.

48. Bad luck explains a lot of my misfortunes.

49. Most teachers really care about their students.

50. Kids get into trouble at school because of other students.

51. I like to spend my free time doing things outdoors.

52. I plan to live in Seattle when I grow up.

53. I don't mind getting dirty if I am doing something I enjoy.

54. I enjoy doing things like drawing, painting, or making things out of clay.

55. I like to work in groups on projects.

56. I plan to get a college education.

57. I like to meet new people.

58. I work at keeping physically fit.

59. My favorite games are those in which I can compete as an individual against other people.

60. I like quiet activities when I can do things by myself away from other people.

61. I want to be able to travel a lot in my life.

62. I like to follow a project through from the beginning to the end.

63. After high school, I plan to spend about one to two years getting some type of special training.

64. I enjoy doing things which require physical hard work.

65. I like to be in charge and direct other people.

66. I like to think things through and come up with new ideas on how to accomplish a task.

67. Being able to help other people is very important in my life.

68. I like to work jigsaw puzzles.

69. If I had my choice, I would live in a very small town or near farmland.

70. I do my best work when I work alone on something.

71. It's very easy for me to talk to other people.

72. I enjoy going to school.

73. I don't mind doing the same thing everyday.

74. Making a lot of money is one of my chief goals in life.

75. I enjoy having my ideas carried out to produce something.

76. After high shcool, I want to get a job right away.

77. I like to give talks in front of the class.

78. When I have a job to do, I like to work at my own speed.

79. I like to play games which really make me think.

80. I make better grades than most of the other students in my class.

81. I do my best work when I am given specific directions.

82. I am interested in machines and how they work.

83. I avoid situations which could be dangerous.

84. It is easy for me to do fine work like threading needles or stringing beads.

85. I like a specific time during the day to do my work.

Name_____

Please list below the 3 jobs that you would like to have in the future:

My first choice is_____

My second choice is_____

My third choice is_____

DEPARTMENT	COURSE NO.	SECTION	INSTRUCTOR

PRINT AND CODE YOUR ASUW NUMBER

							TEST NO.

DO NOT MARK IN THIS BOX

INSTRUCTIONS: Use a No. 2 pencil. Make marks firm and fill the box. If you erase, do so completely.

PRINT YOUR NAME IN THE BOXES PROVIDED. THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

YOUR LAST NAME	YOUR FIRST NAME	MI

1-76287

FORM EAC 74T

59

[APPENDIX C]

ANSWER SHEET

	True/False			True/False	
1.	T	F	26.	T	F
2.	T	F	27.	T	F
3.	T	F	28.	T	F
4.	T	F	29.	T	F
5.	T	F	30.	T	F
6.	T	F	31.	T	F
7.	T	F	32.	T	F
8.	T	F	33.	T	F
9.	T	F	34.	T	F
10.	T	F	35.	T	F
11.	T	F	36.	T	F
12.	T	F	37.	T	F
13.	T	F	38.	T	F
14.	T	F	39.	T	F
15.	T	F	40.	T	F
16.	T	F	41.	T	F
17.	T	F	42.	T	F
18.	T	F	43.	T	F
19.	T	F	44.	T	F
20.	T	F	45.	T	F
21.	T	F	46.	T	F
22.	T	F	47.	T	F
23.	T	F	48.	T	F
24.	T	F	49.	T	F
25.	T	F	50.	T	F

	True/False	
51.	T	F
52.	T	F
53.	T	F
54.	T	F
55.	T	F
56.	T	F
57.	T	F
58.	T	F
59.	T	F
60.	T	F
61.	T	F
62.	T	F
63.	T	F
64.	T	F
65.	T	F
66.	T	F
67.	T	F
68.	T	F
69.	T	F
70.	T	F
71.	T	F
72.	T	F
73.	T	F
74.	T	F
75.	T	F

	True/False	
76.	T	F
77.	T	F
78.	T	F
79.	T	F
80.	T	F
81.	T	F
82.	T	F
83.	T	F
84.	T	F
85.	T	F

This booklet contains questions about jobs, the job market, and career planning. Some questions ask about career facts; some ask about job requirements and skills; and others ask you to judge students' abilities, interests, and future job plans. Give the best answers you can.

All answers are to be marked on the answer sheet provided. Make no marks in the booklet. For each question, find the number of the question on your answer sheet and mark the space which corresponds to the letter of your answer. Completely erase any changed answers or any other marks on the answer sheet.

Answer all questions. If you are unsure of an answer, guess. There is no time limit, but work as rapidly as you can.

You must use a NUMBER TWO PENCIL. Ask for a pencil if you do not have one.

The questions begin on the next page.

PART 1. Choose the one best answer to each question. Mark the letter of your answer on the answer sheet.

1. A longshoreman might be expected to do which of the following?

A....give advice on boat construction
B....sell beachfront property
C....lift and carry heavy boxes
D....measure the length of lumber
E....operate a steamboat

2. A computer programmer needs to know how to do which of the following?

A....repair tape recorders
B..give artificial respiration
C....read mathematical symbols
D..replace broken windows
E....operate a television camera

3. A real estate salesman is best described by which of the following?

A....performs best under the direct supervision of others
B..likes to work with his hands
C....has good depth perception
D..is not afraid of heights
E....does not mind working on weekends

4. A surveyor is best described by which of the following?

A....enjoys classical music
B..is able to perform well under stress
C....does not mind large crowds of people
D..prefers to work evenings and nights
E....likes outdoor activities

5. A bookkeeper might be expected to do which of the following?

A....check for overdue library books
B..write book reviews
C....keep records of business transactions
D..arrange books in alphabetical order
E....operate a printing press

6. A stock clerk in a supermarket might be expected to do which of the following?

A....determine prices of items
B..dispense paychecks
C....cut and package meat
D..arrange employees' work schedules
E....shelve merchandise

7. A lens grinder might be expected to do which of the following?

A....adjust a television camera
B..work with precision tools
C....operate a concrete mixer
D..conduct eye examinations
E....advise people about stock market investments

8. Which of the following best describes the working hours of an insurance salesman?

A....irregular hours and weekends
B..regular hours five days a week
C....only nights
D..mostly mornings
E....only on weekends

9. A person who has a talent for public speaking might be successful in which occupation?

A....trial lawyer
B..model
C....family doctor
D..newspaper reporter
E....shoe salesman

10. Which of the following gives information about advanced education and training facilities throughout Washington State?

A....Mapping Your Education
B..Northwest Quarterly
C....Chamber of Commerce Weekly
D..Dictionary of Occupational Titles
E....Seattle Times

11. What technological advancement has most influenced the job market in the last ten years?

A....television
B..microwave heating devices
C....widespread use of computers
D..steam-powered engines

12. If supertankers bringing oil from Alaska were allowed to unload their oil cargo in the Puget Sound area, the most direct effect on the local job market might be:

A....increase in tourism and related industries
B..decreased banking and other financial operations
C....decreased need for doctors, lawyers, and other professional people
D..increased need for construction workers and other blue-collar workers

13. High rates of unemployment are likely to occur during a period of:

A....economic stability
B..warfare
C....economic expansion
D..inflation
E....recession

14. Which of the following represents a current trend in the job market?

A....increase in the number of women in professional jobs
B..longer work weeks
C....greater reliance on individuals rather than machines
D..decreased need for professional service jobs

15. Which of the following represents a current trend in the job market?

A....increase in middle-level technician jobs
B..few, if any, early retirements
C....increase in agriculture-related jobs
D..increase in assembly-line jobs

For each group below, select the line which best shows how a person may advance within an occupational field without additional formal education or training.

16. A....store cashier becomes store manager
B..nurse's aide becomes head nurse
C....dog groomer becomes veterinarian
D..welder becomes aeronautical engineer

17. A....reservation agent becomes airline pilot
B..school custodian becomes principal
C....lawyer becomes judge
D..short-order cook becomes dietitian

18. A....TV repairman becomes TV pr ducer
B..swimming instructor becomes oceanographer
C....hospital orderly becomes surgeon
D..parts assembler becomes plant foreman

In each group below, choose the industry or occupational field which is not likely to be found in the Puget Sound area.

19. A....ranching
B..recreation
C....fishing
D..forestry

20. A....automobile assembly
B..pulpmills
C....shipbuilding
D..aerospace

---

21. Which one of the following is the best source of information about job duties and opportunities?

A....The Encyclopedia Britannica
B..World Almanac
C....Scholastic Magazine
D..The Occupational Index
E....The Occupational Outlook Handbook

22. Which one of the following would be most useful for detailed information about getting into college?

A....The World Book Encyclopedia
B..Webster's Collegiate Dictionary
C....Lovejoy's College Guide
D..Reader's Digest
E....The Education Index

23. Which one of the following pairs of occupations involves the same level of training and responsibility?

A....Tailor, Sales Clerk
B..Engineer, Banker
C....Tailor, Engineer
D..Banker, Sales Clerk

24. The occupational fields expected to grow most rapidly during the next ten years are:

A....Professional and service
B..Sales and crafts
C....Crafts and clerical
D..Labor and sales

25. Between 1910 and 1970, the industry employing the greatest number of workers changed from:

A....Agriculture to wholesale and retail trade
B..Manufacturing to agriculture
C....Wholesale and retail trade to manufacturing
D..Agriculture to manufacturing

26. In the 9th and 10th grades, plans about jobs and occupations should:

A....be clear
B..not rule out any possibilities
C....keep open the best possibilities
D..not be something to think about

27. Decisions about high school courses can have an effect on:

A....the kind of diploma one gets
B..the kind of training or education one can get after high school
C....later occupational choices
D..how much one likes school
E....all of these

28. Decisions about jobs should take into account:

A....strengths, or what one is good at learning and doing.
B..what one likes to do
C....the kind of person one is
D..the chances for getting ahead in that kind of job
E....all of these

29. One of the things that great artists, musicians, and professional athletes have in common is the desire to:

A....make money
B..have large audiences
C....be the best there is at what they do
D..teach others to do what they do

30. Mary thinks she might like to become a computer programmer, but she knows little about computer programming. She is going to the library to find out more about it. The most important thing for Mary to know now is:

A....what the work is, what she would do in it
B..what the pay is
C....what the hours of work are
D..where she can get the right training

31. Jane likes her high school biology and general science courses best. She likes to do her schoolwork alone so she can concentrate. When she begins to think about her future occupation, she should consider:

A....Nurse
B..Accountant
C....Medical Laboratory Technician
D..Elementary School Teacher

32. Peter is the best speaker on the school debating team. The school yearbook describes him as "our golden-tongued orator--a real nice guy who can listen as well as talk--he could sell refrigerators to the Eskimos." Peter will probably graduate in the bottom half of his class, although his test scores show that he is very bright. His only good grades (mostly B's) are in business subjects. His poorest grades are in English and social studies (mostly C's).

Peter's desire to become a trial lawyer is not very realistic because:

A....with his grades he will have difficulty getting into a four year liberal arts college
B..he has poor grades in the subjects that are most important for law
C....there is much more to being a lawyer than being good at public speaking
D..all of the above are good reasons for thinking that Peter will have a hard time becoming a trial lawyer

33. The facts about Peter suggest that he should think about becoming:

A....an accountant
B..a salesman
C....an actor
D..a school counselor
E....a lawyer

34. Ernie took some tests which show that he might be good at clerical work. Ernie says, "I just can't see myself sitting behind a desk for the rest of my life. I'm the kind of guy who likes variety. I think being a traveling salesman would suit me fine." He should:

A....disregard the tests and do what he wants to do
B..do what the tests say since they know better than he does what he would be good at
C....look for a job which will let him use his clerical abilities but not keep him pinned to a desk
D..ask to be tested with another test since the results of the first one are probably wrong

35. Joe is very good with his hands and there isn't anybody in his class who has more mechanical aptitude. He is also good at art. His best subject at school is math. Joe likes all of these things.

What should Joe do? Should he:

A....look for an occupation in which he can use as many of his interests and abilities as possible?
B..pick an occupation which uses math since there is a better future in that than in art or in working with his hands?
C....decide which of these activities he is best at, or likes the most, and then pick an occupation which uses that kind of activity?
D..put off deciding about his future and wait until he loses interest in some of these activities?

36. Betty gets very good science grades but this isn't her favorite subject. The subject she likes best is art even though her grades in it are only average. Betty is most likely to do well in her future occupation if she:

A....forgets about her interest in art since she is so much better in science
B..doesn't worry about the fact that she isn't very good at art, because if you like something you can become good at it
C....looks for an occupation which uses both art and science, but more science than art
D..looks for an occupation which involves both science and art, but more art than science

37. Bob says he really doesn't care what kind of work he gets into once he leaves school as long as it is working with people. If this is all Bob cares about he is likely to make a bad choice because:

A....this kind of work usually requires a college degree
B..employers usually hire girls for such work
C....people look down on men who work with people because such work is usually done by girls
D..occupations in which one works with people can be very different from each other in the abilities and interests which are needed.

PART 2 Occupations are different in the amount of education required for employment. Match the occupation in Column A with the amount of education usually required (Column B) by making the letter of the correct answer on the answer sheet:

COLUMN A	COLUMN B
Occupation	Education
38. Stenographer	A. High School Graduation
39. Dental Technician	B. Apprenticeship Training
40. Family Doctor (Physician)	C. Technical School or Community College (2 year)
41. Mail Carrier	D. College Degree (4 year)
42. Plumber	E. Professional Degree Beyond College
43. Computer Operator	
44. Bank Clerk	
45. Social Worker	

PART 3 Many occupations use special tools. Below is a list of special tools or equipment and a list of occupations. Match the occupation in Column A with its equipment (Column B) by marking the letter of the correct answer on the answer sheet.

COLUMN A	COLUMN B
Occupation	Equipment
46. Electrician	A. Manikin
47. Bookkeeper	B. Ammeter
48. Bricklayer	C. Centrifuge
49. Dressmaker	D. Trowel
50. Medical Technician	E. Ledger

Identification_____ [APPENDIX F]

Below you are asked to identify skills which are necessary for specific jobs. Give the best answers you can, and work as rapidly as possible. You will be allowed 12 minutes to complete this portion.

1. List 4 skills that a teacher must have:

   a. _____

   b. _____

   c. _____

   d. _____

2. List 4 skills that a school bus driver must have:

   a. _____

   b. _____

   c. _____

   d. _____

3. List 3 skills that a chef and a carpenter have in common:

   a. _____

   b. _____

   c. _____

4. List 3 skills that an actor and a pro quarterback have in common:

   a. _____

   b. _____

   c. _____

5. List 3 skills that a veterenarian and a psychiatrist have in common:

   a. _____

   b. _____

   c. _____

6. List 3 skills that a typist and a mail sorter (Post Office) have in common:

a. _____

b. _____

c. _____

7. List 5 skills which you already have that could be required on a job:

a. _____

b. _____

c. _____

d. _____

e. _____

REANALYSIS OF 1974-75 COMPUTER GUIDANCE DATA

One of tne components of the Career Alternatives Model (CAM) receiving attention in the evaluation of 1974-75 was the Computer Guidance program at the senior high school level. The evaluation team was particularly interested in how students using the Computer Guidance program for varying lengths of time scored on the Career Development Inventory (CDI) as developed by Super and Forrest. The mean scores as shown in Table 1 are taken from the CAM Final Evaluation Report, 1974-75. While these figures show significantly higher scores for the subgroup of CAM students using Computer Guidance, there existed no controls in the earlier analysis for any differences in general ability. Since the Computer Guidance program involved some degree of self-selection, there is always the possibility that differences between the groups other than the educational program in question may affect the outcome scores on the dependent measure.

In the Final Evaluation Report, 1974-75, students who had participated in the Computer Guidance program were reported to have scored significantly higher than the overall group of CAM students on all of the subscales and the total score. The largest difference (in terms of separation in standard deviation units) was observed on Subscale A with differences on the other two subscales showing a lesser effect. In addition to the difference observed between the groups which had the Computer Guidance and the overall CAM treatment, there was also a difference between the group which had spent one hour or less using the computer and the group which had more than one hour of computer usage. The finding suggested that the longer the participation in the Computer Guidance program, the higher the scores on the CDI.

As mentioned above, these results were somewhat troubling to both the evaluation team and the project staff. Even though appropriate parametric statistical procedures had been used, the subjects both self-selected themselves into the Computer Guidance program and decided on the amount of time spent on the computer. While there are a large number of possible differences between those who decide to use the Computer Guidance program and those who do not, the variable which seemed most necessary to try to exclude as an alternative explanation of the results was the basic intelligence of the subjects. The concerns were that scores on the CDI may be related to the intelligence of the subjects and that subjects who are more intelligent may be those that decide to investigate careers using the computer. In order to investigate this hypothesis and to eliminate the possible effects of differences in intelligence, a supplementary grant was obtained from the Washington State Commission for Vocational Education to reanalyze the data using the intelligence of the students as a covariate in an analysis of covariance using the levels of participation as the independent variable and scores on the CDI as the dependent measure.

The evaluation data for the Computer Guidance program included CDI scores of subjects from the 10th, 11th, and 12th grades at two high schools -- Evergreen and Glacier. The IQ's which were used for the covariate in the reanalysis were obtained from 10th-grade testing done in the school district. These tests were at most then two years old. The roster of students for the last three years for each high school was scanned to match the IQ's with the CDI test scores for all those students for whom data were available from the CAM project.

CAM evaluation data were available for a total of 325 students, 205 of whom came from the two high schools using Computer Guidance. Of these 205 students, 16 had more than one hour on the computer, 66 had one hour or less on the computer, and the remaining 123 had no Computer Guidance exposure. The reanalysis

was done for all students for whom IQ's could be found. This reduced the groups to ten with more than one hour on the computer, 51 with one hour or less, and 97 with no exposure. It is unfortunate that the small sample of students with more than one hour on the computer was reduced to as great a degree as it was. This unanticipated phenomenon reduces the power of the following tests to identify significant differences should they be present.

The results of the analysis of covariance provide uniformly nonsignificant tests of significance. The adjusted means are presented in Table 2. This adjusted mean is the predicted mean score for each of the groups if the intelligence level of each group were the same. The actual mean score of the groups is presented in parentheses immediately below the adjusted means. The most striking feature of the table is that it really appears that the group which spent the most time on the computer is different from the other groups. The adjusted means for this sample group are clearly higher than for the other two groups. The F's listed below each column of means, however, show that the differences did not prove significant at the commonly accepted five percent level of significance. This apparent paradox is directly related to the smallness of the sample of students who spent more than an hour on the computer. It is simply difficult to prove significance of differences when the sample size is only ten students.

The means for the covariate, the IQ scores, are also presented in Table 2. In general, brighter students are attracted to the computer. The average of all students involved in the program differs significantly from the students with no involvement. There appears to be some indication, however, that the amount of time spent on the computer is inversely related to intelligence. Further division of the one hour or less group into those who spent less than 31 minutes and those who spent 31-to-60 minutes produces a clear trend in the mean IQ's. The

group with less than 31 minutes had a mean IQ of 108.8, the group with 31-to-60 minutes had a mean of 103.2, while the group with greater than 60 minutes had a mean of 101.9. This effect of decreasing IQ associated with increased participation is interesting but not statistically significant.

The IQ's were obtained for the students in the other Highline District high school as well to determine whether the other findings reported in the Final Evaluation Report, 1974-75, were influenced by intelligence. Score-IQ pairings were obtained for 55 more students. An analysis of covariance was conducted using sex and school as the classifications of students. This showed no significant finding for either sex or school. This contradicts to some extent the finding of the earlier report indicating differences existing between the sexes in CDI scores. In inspecting the data, the females tend to score higher than the males on all subscales, but the effects are not significant. An analysis was also run to check on the effect of the OVIS. As reported in the final report, the difference between those having the OVIS and those not having it was non-significant.

As suspected, the results of the analysis of covariance differ from the results previously reported in the final report. In general, the students who were attracted to the Computer Guidance program tended to be those who were brighter than the students who did not use the computer. When the scores on the CDI subscales and total were compared for students who had the same average level of intelligence, there was no significant difference between the groups. Thus, the earlier result was at least partially a reflection of the differing levels of intelligence rather than differences caused by the Computer Guidance program.

While the overall test of significance as reported in the Final Evaluation Report, 1974-75, was changed due to the interference of intelligence, the

TABLE 1

Means for Computer Guidance Treatment Group on CDI Scales

CAM Treatment Group	Number of Students	Subscale			Total
		A	B	C	
Computer Guidance (up to 1 hour)	66	112.4	265.2	18.8	395.4
Computer Guidance (more than 1 hour)	16	121.4	295.3	20.0	436.7
Total CAM Students	327	106.6	257.6	18.0	382.3

TABLE 2

Adjusted Means and Tests of Significance for the CDI and Intelligence According to Student Involvement in Computer Guidance

Level of Involvement	Number of Students	Mean IQ	Career Development Inventory (CDI)[a]			
			Subscale			Total
			A	B	C	
None	97	96.8	104.3 (103.9)	256.2 (253.5)	18.7 (18.1)	379.2 (375.5)
One Hour or Less	51	105.6	109.5 (111.2)	257.7 (262.6)	18.3 (19.3)	385.6 (393.2)
More than One Hour	10	101.9	118.9 (119.5)	284.8 (286.5)	19.5 (19.8)	423.2 (425.8)
F Test for Mean Differences[b]		8.63	2.34	1.39	0.54	1.90

[a]The scores in parentheses below the adjusted means represent the actual mean score for the designated group.

[b]Critical values for $F_{.05} = 3.07$. Above tests are all analyses of covariances with two and 154 degrees of freedom with the exception of the test for IQ's which is an analysis of variance with two and 155 degrees of freedom.

CAREER DEVELOPMENT INVENTORY NAME_____ DATE_____

The Career Development Inventory (CDI) asks you about school, work, your future career, and some of the plans you may have made. The only right answers are the ones which are right for you. Later, some questions ask you about career facts; others ask you to judge plans of other students. Give the best answers you can.

Following the initial page of background information, you will find nine distinct sets of questions. The instructions for each set are explained in the test booklet. Please mark all answers directly on the test booklet and ask questions of the test monitor as needed. This is not a time test but you are urged to work as rapidly as you can.

Background Information

Please circle the number corresponding to the response that is right for you.

1. Please indicate your sex.	1 Female 2 Male
2. Please indicate your grade level.	1 10th grade 2 11th grade 3 12th grade
3. Have you taken the Ohio Vocational Interest Survey (VIS) within the past year?	1 Yes 2 No 3 Don't Remember
4. Did you use the Computer Guidance System (sometimes called Mr. Wizard) during the last school year (1974-75)?	1 Yes 2 No
5. How much time have you spent on the Computer Guidance System this school year (in 1975-76)?	1 None 2 0 - 30 minutes 3 31 - 60 minutes 4 61+ minutes
6. Have you taken the Armed Services Vocational Aptitude Battery (ASVAB)?	1 Yes 2 No 3 Don't Remember
7. Have you visited the Career Information Center (Room 154) since the beginning of this school year?	1 Yes 2 No

Your Future Occupation

In your present thoughts and plans, what kind of work would you like to do when you finish all of your education and training? What kind of occupation do you plan to enter? For example, bookkeeper, machinist, lawyer, registered nurse, small store owner, waitress, engineer, shop foreman, elementary teacher, truck driver, etc. Write the name(s) of the occupation(s) you have thought about on the lines below:

_____ _____

_____ _____

If you have given more than one occupation, put an "X" in front of your first choice, the one you prefer more than the others.

FINISHED? Please wait for further instructions. Thank you.

I. How much thinking and planning have you done in the following areas? What kinds of plans do you have? For each question below choose one of the following answers to show what you have done. Place the number corresponding to your selected response to the left of each item.

1) I have not given any thought to this.
2) I have given some thought to this, but haven't made any plans yet.
3) I have some plans, but am still not sure of them.
4) I have made definite plans, but don't know how to carry them out.
5) I have made definite plans, and know what to do to carry them out.

_____ 1. Finding out about educational and occupational possibilities by going to the library, sending away for information, or talking to somebody who knows about the possibilities.

_____ 2. Talking about career decisions with an adult who knows something about me.

_____ 3. Taking high school courses which will help me decide what line of work to go into when I leave school or college.

_____ 4. Taking high school courses which will help me in college, in job training, or on the job.

_____ 5. Taking part in school or out of school activities which will help me in college, in training, or on the job.

_____ 6. Taking part in school or after school activities (for example, science club, school newspaper, Sunday School teaching, volunteer nurse's aide) which will help me decide what kind of work to go into when I leave school.

_____ 7. Getting a part-time or summer job which will help me decide what kind of work I might go into.

_____ 8. Getting a part-time or summer job which will help me get the kind of job or training I want.

_____ 9. Getting money for college or training.

_____ 10. Dealing with things which might make it hard for me to get the kind of training or the kind of work I would like.

_____ 11. Getting the kind of training, education, or experience which I will need to get into the kind of work I want.

_____ 12. Getting a job once I've finished my education and training.

_____ 13. Doing the things one needs to do to become a valued employee who doesn't have to be afraid of losing his job or being laid off when times are hard.

_____ 14. Getting ahead (more money, promotions, etc.) in the kind of work I choose.

II. High School students differ greatly in the amount of time and thought they give to making choices. Use the statements below to compare yourself to the typical students of your sex in your grade on each of the following kinds of choices. On all except Item #22, place the number corresponding to your selected response on the space to the left of each item.

Compared to my classmates I am . . .

1) much below average, not as good as most
2) a little below average
3) average
4) a little above average
5) much above average, better than most

. . . in the amount of time and thought I give to:

_____ 15. Choosing high school courses.

_____ 16. Choosing high school activities.

_____ 17. Choosing out-of-school activities.

_____ 18. Choosing between college, junior college, business school, technical school, work, military service, marriage, homemaking, etc.

_____ 19. Choosing a college, branch of military service, wife or husband, etc.

_____ 20. Choosing an occupation for after high school, college, or job training.

_____ 21. Choosing a career in general.

22. How would you rate your plans for "after high school?" (Please circle the number corresponding to your appropriate response.)

1) Not at all clear or sure.
2) Not very clear
3) Some not clear, some clear.
4) Fairly clear.
5) Very clear, all decided.

III. Below are five possible answers to use in answering questions 23 through 33, questions about <u>how much you know</u> about the occupation you said you like best on page two. Mark the number of your choice to the left of each question.

I know . . .

1) hardly anything
2) a little
3) an average amount
4) a good deal
5) a great deal

. . . about:

_____ 23. What people really do on the job.

_____ 24. Specialties in the occupations.

_____ 25. Different places where people might work in this occupation.

_____ 26. The abilities and traits needed in the occupation.

_____ 27. The physical working conditions.

_____ 28. The education or training needed to get into the occupation.

_____ 29. The courses offered in high school that are the best for the occupation.

_____ 30. The need for new people in the occupation.

_____ 31. Different ways of entering the occupation.

_____ 32. The starting pay in the occupation.

_____ 33. The chances for getting ahead in the occupation.

IV. Here are five answers which can be used for questions 34 through 47. Use these answers to show whether or not you would go to the sources of information listed below for help in making your job or college plans. Mark the number of your choice on the space to the left of each question.

I would . . .

1) definitely not
2) probably not
3) not be sure whether to
4) probably
5) definitely

. . . go to:

_____ 34. Father or male guardian.

_____ 35. Mother or female guardian.

_____ 36. Brothers, sisters, or other relatives.

_____ 37. Friends.

_____ 38. Coaches of teams I have been on.

_____ 39. Minister, priest, or rabbi.

_____ 40. Teachers.

_____ 41. School counselors.

_____ 42. Private counselors, outside of school.

_____ 43. Books with the information I needed.

_____ 44. Audio or visual aids like tape recordings, movies, or computers.

_____ 45. College catalogues.

_____ 46. Persons in the occupation or at the college I am considering.

_____ 47. TV shows, movies, or magazines.

V. Here again are five answers which are to be used with the following items. This time use the statements to show which of the sources of information below have already given you information which has been helpful to you in making your job or college plans.

I have gotten . . .

1) no useful information
2) very little useful information
3) some useful information
4) a good deal of useful information
5) a great deal of useful information

. . . from:

_____ 48. Father or male guardian.

_____ 49. Mother or female guardian.

_____ 50. Brothers, sisters, or other relatives.

_____ 51. Friends.

_____ 52. Coaches of teams I have been on.

_____ 53. Minister, priest, or rabbi.

_____ 54. Teachers.

_____ 55. School counselors.

_____ 56. Private counselors, outside of school.

_____ 57. Books with the information I needed.

_____ 58. Audio or visual aids like tape recordings, movies, or computers.

_____ 59. College catalogues.

_____ 60. Persons in the occupation or at the college I am considering.

_____ 61. TV shows, movies, or magazines.

VI. Here, each question has its own set of possible answers. Please circle the number corresponding to your response.

62. Which of the following is the best source of information about job duties and opportunities?

1) The Encyclopedia Britannica
2) World Almanac
3) Scholastic Magazine
4) The Occupational Index
5) The Occupational Outlook Handbook

63. Which one of the following would be most useful for detailed information about getting into college?

1) The World Book Encyclopedia
2) Webster's Collegiate Dictionary
3) Lovejoy's College Guide
4) Reader's Digest
5) The Education Index

64. Which of the following pairs of occupations involves the same level of training and responsibility?

1) Tailor, Sales Clerk
2) Engineer, Banker
3) Tailor, Engineer
4) Banker, Sales Clerk

65. The occupational fields expected to grow most rapidly during the next ten years are:

1) Professional and Service
2) Sales and Crafts
3) Crafts and Clerical
4) Labor and Sales

66. Between 1910 and 1970, the industry employing the greatest number of workers changed from:

1) Agriculture to wholesale and retail trade
2) Manufacturing to agriculture
3) Wholesale and retail trade to manufacturing
4) Agriculture to manufacturing

VII. Occupations are different in the amount of education required for employment. Match the occupation in Column A with the amount of education usually required (Column B) by inserting the number of the correct answer to the left of the item in Column A.

COLUMN A		COLUMN B	
	Occupation		Education
_____ 67.	Stenographer	1)	High School Graduation
_____ 68.	Dental Technician	2)	Apprenticeship Training
_____ 69.	Family Doctor (Physician)	3)	Technical School or Community College (2-year)
_____ 70.	Mail Carrier	4)	College Degree (4-year)
_____ 71.	Plumber	5)	Professional Degree Beyond College
_____ 72.	Computer Operator		
_____ 73.	Bank Clerk		
_____ 74.	Social Worker		

VIII. Many occupations use special tools. Below is a list of special tools or equipment and a list of occupations. Match the occupation in Column A with its equipment (Column B).

COLUMN A		COLUMN B	
	Occupation		Equipment
_____ 75.	Electrician	1)	Manikin
_____ 76.	Bookkeeper	2)	Ammeter
_____ 77.	Bricklayer	3)	Centrifuge
_____ 78.	Dressmaker	4)	Trowel
_____ 79.	Medical Technician	5)	Ledger

IX. Here again, each question has its own set of answers. Circle the number corresponding to your selected response.

80. In the 9th and 10th grades, plans about jobs and occupations should:

1) be clear.
2) not rule out any possibilities.
3) keep open the best possibilities.
4) not be something to think about.

81. Decisions about high school courses can have an effect on:

1) the kind of diploma one gets.
2) the kind of training or education one can get after high school.
3) later occupational choices.
4) how much one likes school.
5) all of these.

82. Decisions about jobs should take into account:

1) strengths, or what one is good at learning and doing.
2) what one likes to do.
3) the kind of person one is.
4) the chances for getting ahead in that kind of job.
5) all of these.

83. One of the things that great artists, musicians, and professional athletes have in common is the desire to:

1) make money.
2) have large audiences.
3) be the best there is at what they do.
4) teach others to do what they do.

84. Mary thinks she might like to become a computer programmer, but she knows little about computer programming. She is going to the library to find out more about it. The most important thing for Mary to know now is:

1) what the work is, what she would do in it.
2) what the pay is.
3) what the hours of work are.
4) where she can get the right training.

85. Jane likes her high school biology and general science courses best. She likes to do her schoolwork alone so she can concentrate. When she begins to think about her future occupation, she should consider:

1) Nurse.
2) Accountant.
3) Medical Laboratory Technician.
4) Elementary School Teacher.

86. Peter is the best speaker on the school debating team. The school yearbook describes him as "our golden-tongued orator--a real nice guy who can listen as well as talk--he could sell refrigerators to the Eskimos." Peter will probably graduate in the bottom half of his class, although his test scores show that he is very bright. His only good grades (mostly B's) are in business subjects. His poorest grades are in English and social studies (mostly C's).

Peter's desire to become a trial lawyer is not very realistic because:

1) with his grades he will have difficulty getting into a four-year liberal arts college.
2) he has poor grades in the subjects that are most important for law.
3) there is much more to being a lawyer than being good at public speaking.
4) all of the above are good reasons for thinking that Peter will have a hard time becoming a trial lawyer.

87. The facts about Peter suggest that he should think about becoming:

1) an accountant.
2) a salesman.
3) an actor.
4) a school counselor.
5) a lawyer.

88. Ernie took some tests which show that he might be good at clerical work. Ernie says, "I just can't see myself sitting behind a desk for the rest of my life. I'm the kind of guy who likes variety. I think being a traveling salesman would suit me fine." He should:

1) disregard the tests and do what <u>he</u> wants to do.
2) do what the tests say since they know better than he does what he would be good at.
3) look for a job which will let him use his clerical abilities but not keep him pinned to a desk.
4) ask to be tested with another test since the results of the first one are probably wrong.

89. Joe is very good with his hands and there isn't anybody in his class who has more mechanical aptitude. He is also good at art. His best subject at school is math. Joe likes all of these things.

What should Joe do? Should he:

1) look for an occupation in which he can use as many of his interests and abilities as possible?
2) pick an occupation which uses math since there is a better future in that than in art or in working with his hands?
3) decide which of these activities he is best at, or likes the most, and then pick an occupation which uses that kind of activity?
4) put off deciding about his future and wait until he loses interest in some of these activities?

90. Betty gets very good science grades but this isn't her favorite subject. The subject she likes best is art even though her grades in it are only average. Betty is most likely to do well in her future occupation if she:

1) forgets about her interest in art since she is so much better in science.

2) doesn't worry about the fact that she isn't very good at art, because if you like something you can become good at it.

3) looks for an occupation which uses both art and science, but more science than art.

4) looks for an occupation which involves both science and art, but more art than science.

91. Bob says he really doesn't care what kind of work he gets into once he leaves school as long as it is working with people. If this is all Bob cares about he is likely to make a bad choice because:

1) this kind of work usually requires a college degree.

2) employers usually hire girls for such work.

3) people look down on men who work with people because such work is usually done by girls.

4) occupations in which one works with people can be very different from each other in the abilities and interests which are needed.

Thank you for completing the survey. Your responses will be useful in evaluating career education efforts in our schools.

CAREER INFORMATION CENTER SURVEY

NAME _____ STUDENT NUMBER _____

Your high school has operated an extensive Career Information Center during the 1975-76 school year. This Career Information Center has provided a number of services to both students and faculty and has had as one of its major aims the provision of vocational information for students. The present survey is intended to survey the extent to which students have actually used the several services provided by the Career Center and the students' opinion of those services received. The survey also will be used to identify any relationships between use of the Career Information Center and knowledge of the working world. You are asked to complete successive parts of the questionnaire within the next 45 minutes and to return the survey instrument directly to the test administrator from the Bureau of School Service and Research, University of Washington. All analysis will be completed by the Bureau and your individual responses will remain confidential.

Part I -- Biographical Information

Please circle the number corresponding to the response that is right for you.

1. Please indicate your school.	1 Evergreen 2 Glacier 3 Highline 4 Mt. Rainier 5 Tyee
2. Please indicate your grade level.	1 10th grade 2 11th grade 3 12th grade
3. Please indicate your sex.	1 Female 2 Male
4. a) What are your plans for the year immediately following high school graduation? (Circle all that apply; if you have absolutely no plans following high school, please circle #6 for uncertain and proceed to Question #5.)	1 Continue Formal Education (as full-time student) 2 Continue Formal Education (as part-time student) 3 Work Full-Time (if job can be found) 4 Work Part-Time (if such a position can be found) 5 Other (please specify) _____ 6 Uncertain as to plans following high school
b) How certain are your plans as described in #4a above?	1 Quite Certain 2 Rather Tentative 3 Very Tentative
5. a) How many different classes are you taking at the present time?	1 one 2 two 3 three 4 four 5 five 6 six or more
b) How many of your classes have a definite vocational emphasis (i.e., the class is focused on teaching skills which are used in the world of work)?	1 one 2 two 3 three 4 four 5 five 6 six or more

Part II -- Use of Career Information Center Services

For each of the following service areas, please check first your familiarity with the service as listed. The critical question here is whether or not you are aware that the service exists in the Career Center. For those you are familiar with, you are asked next to indicate the extent of your use during the 1975-76 school year. Finally, for those services actually used, please indicate your own judgment as to whether the service was very helpful, somewhat helpful, or of little or no help.

Service Area	Familiar With Service		Your Level of Use			Value of Service to You		
	Yes	No	Very Much	Some	Not at All	Very Helpful	Somewhat Helpful	Little or No Help
Utilizing Computer Guidance System (sometimes called Mr. Wizard)								
Reviewing Materials and Pamphlets in the Career Center								
Discussing Career Plans with Career Information Center Staff Including Career Center Teacher Aides								
Taking Vocational or Career Tests (e.g., OVIS, ASVAB)								
Utilizing Job Placement Information Available in the Career Center								
Participating in a Career-Oriented Field Trip (using mini-bus)								

Part III -- Information About Jobs

The following are a set of questions testing your knowledge about jobs and related educational requirements. In each case, please circle the number corresponding to the best answer.

1. Which one of the following is the best source of information about job duties and opportunities?

   1 The Encyclopedia Britannica

   2 World Almanac

   3 Scholastic Magazine

   4 The Occupational Index

   5 The Occupational Outlook Handbook

2. Which one of the following would be most useful for detailed information about getting into college?

   1 The World Book Encyclopedia

   2 Webster's Collegiate Dictionary

   3 Lovejoy's College Guide

   4 Reader's Digest

   5 The Education Index

3. Which one of the following pairs of occupations involves the same level of training and responsibility?

   1 Tailor, Sales Clerk

   2 Engineer, Banker

   3 Tailor, Engineer

   4 Banker, Sales Clerk

4. The occupational fields expected to grow most rapidly during the next ten years are:

   1 Professional and service

   2 Sales and crafts

   3 Crafts and clerical

   4 Labor and sales

5. Between 1910 and 1970, the industry employing the greatest number of workers changed from:

   1 Agriculture to wholesale and retail trade

   2 Manufacturing to agriculture

   3 Wholesale and retail trade to manufacturing

   4 Agriculture to manufacturing

6. In the 9th and 10th grades, plans about jobs and occupations should:
   1 be clear
   2 not rule out any possibilities
   3 keep open the best possibilities
   4 not be something to think about

7. Decisions about high school courses can have an effect on:
   1 the kind of diploma one gets
   2 the kind of training or education one can get after high school
   3 later occupational choices
   4 how much one likes school
   5 all of these

8. Decisions about jobs should take into account:
   1 strengths, or what one is good at learning and doing
   2 what one likes to do
   3 the kind of person one is
   4 the chances for getting ahead in that kind of job
   5 all of these

9. One of the things that great artists, musicians, and professional athletes have in common is the desire to:
   1 make money
   2 have large audiences
   3 be the best there is at what they do
   4 teach others to do what they do

10. Mary thinks she might like to become a computer programmer, but she knows little about computer programming. She is going to the library to find out more about it. The most important thing for Mary to know now is:
   1 what the work is, what she would do in it
   2 what the pay is
   3 what the hours of work are
   4 where she can get the right training

11. Jane likes her high school biology and general science courses best. She likes to do her schoolwork alone so she can concentrate. When she begins to think about her future occupation, she should consider:
   1 Nurse
   2 Accountant
   3 Medical Laboratory Technician
   4 Elementary School Teacher

12. Peter is the best speaker on the school debating team. The school yearbook describes him as "our golden-tongued orator -- a real nice guy who can listen as well as talk -- he could sell refrigerators to the Eskimos." Peter will probably graduate in the bottom half of his class, although his test scores show that he is very bright. His only good grades (mostly B's) are in business subjects. His poorest grades are in English and social studies (mostly C's).

Peter's desire to become a trial lawyer is not very realistic because:

1 with his grades he will have difficulty getting into a four-year liberal arts college

2 he has poor grades in the subjects that are most important for law

3 there is much more to being a lawyer than being good at public speaking

4 all of the above are good reasons for thinking that Peter will have a hard time becoming a trial lawyer.

13. The facts about Peter suggest that he should think about becoming:

1 an accountant

2 a salesman

3 an actor

4 a school counselor

5 a lawyer

14. Ernie took some tests which show that he might be good at clerical work. Ernie says, "I just can't see myself sitting behind a desk for the rest of my life. I'm the kind of guy who likes variety. I think being a traveling salesman would suit me fine." He should:

1 disregard the tests and do what he wants to do

2 do what the tests say since they know better than he does what he would be good at

3 look for a job which will let him use his clerical abilities but not keep him pinned to a desk

4 ask to be tested with another test since the results of the first one are probably wrong

15. Joe is very good with his hands and there isn't anybody in his class who has more mechanical aptitude. He is also good at art. His best subject at school is math. Joe likes all of these things.

What should Joe do? Should he:

1 look for an occupation in which he can use as many of his interests and abilities as possible?

2 pick an occupation which uses math since there is a better future in that than in art or in working with his hands?

3 decide which of these activities he is best at, or likes the most, and then pick an occupation which uses that kind of activity?

4 put off deciding about his future and wait until he loses interest in some of these activities?

16. Betty gets very good science grades but this isn't her favorite subject. The subject she likes best is art even though her grades in it are only average. Betty is most likely to do well in her future occupation if she:

    1 forgets about her interest in art since she is so much better in sciences

    2 doesn't worry about the fact that she isn't very good at art, because if you like something you can become good at it

    3 looks for an occupation which uses both art and science, but more science than art

    4 looks for an occupation which involves both science and art, but more art than science

17. Bob says he really doesn't care what kind of work he gets into once he leaves school as long as it is working with people. If this is all Bob cares about he is likely to make a bad choice because:

    1 this kind of work usually requires a college degree

    2 employers usually hire girls for such work

    3 people look down on men who work with people because such work is usually done by girls

    4 occupations in which one works with people can be very different from each other in the abilities and interests which are needed

---

Occupations are different in the amount of education required for employment. Match the occupation in Column A with the amount of education usually required (Column B) by inserting the number of the correct answer to the left of the item in Column A.

COLUMN A	
Occupation	
_____ 18.	Stenographer
_____ 19.	Dental Technician
_____ 20.	Family Doctor (Physician)
_____ 21.	Mail Carrier
_____ 22.	Plumber
_____ 23.	Computer Operator
_____ 24.	Bank Clerk
_____ 25.	Social Worker

COLUMN B	
Education	
1	High School Graduation
2	Apprenticeship Training
3	Technical School or Community College (2-year)
4	College Degree (4-year)
5	Professional Degree Beyond College

Many occupations use special tools. Below is a list of special tools or equipment and a list of occupations. Match the occupation in Column A with its equipment (Column B).

	COLUMN A Occupation		COLUMN B Equipment
_____ 26.	Electrician	1	Manikin
_____ 27.	Bookkeepter	2	Ammeter
_____ 28	Bricklayer	3	Centrifuge
_____ 29.	Dressmaker	4	Trowel
_____ 30.	Medical Technician	5	Ledger

Part IV -- Beliefs About Career and Life Decisions

Following are sentences which might describe you or what you believe. Read each sentence and decide whether you think that the sentence is true or false. Circle T if you decide that the sentence is true, and circle F if you decide that the sentence is false. Be sure to respond to every sentence.

	True	False	
1.	T	F	If I decide to do something, I always get it done.
2.	T	F	Teachers usually have good advice for someone who has a problem.
3.	T	F	I believe in luck.
4.	T	F	People who get fired from jobs are the ones who deserve it the most.
5.	T	F	Other people usually decide what is best for me.
6.	T	F	Getting a traffic ticket is mostly a matter of bad luck.
7.	T	F	The only way to get good grades is to study hard.
8.	T	F	Other people are often getting me into trouble.
9.	T	F	There's no use in planning because plans are usually changed by unexpected events.
10.	T	F	If I play around too much in school, I probably will never get a good job.
11.	T	F	Success depends mostly on knowing the right people.
12.	T	F	Trouble often finds me without my doing anything.
13.	T	F	I am responsible for the things that happen to me.
14.	T	F	It is almost impossible to get ahead if you don't know the right people.
15.	T	F	What is going to happen in my future is pretty much already determined.
16.	T	F	If you lose a contest, it is because you did not try hard enough.
17.	T	F	I depend on the teacher to tell me when I am doing a good job.
18.	T	F	Getting in trouble once in a while is something that just can't be helped.
19.	T	F	Students who win class elections are the ones who work the hardest.
20.	T	F	Other people are the greatest cause of my problems.
21.	T	F	Finding an interesting job is mainly a matter of luck.
22.	T	F	I have been unable to buy things that I wanted when I did not plan ahead and save for them.
23.	T	F	Pay raises are given to the workers that the boss likes the most.

24.	T	F	If I am late for dinner, it is usually not my fault.
25.	T	F	If I try hard, I can be anything I want to be.
26.	T	F	Low grades go to the students the teacher doesn't like.
27.	T	F	Many things happen to me that I don't know how to control.
28.	T	F	People who cannot find a good job have simply not tried hard enough to find one.
29.	T	F	Decisions by other people will determine my future.
30.	T	F	Students who fail tests are bad guessers.
31.	T	F	Being a hard worker is most important in getting ahead.
32.	T	F	If I don't understand something in class, it's usually because the teacher wasn't clear enough.
33.	T	F	On most jobs it takes a lot of luck to get everything done on time.
34.	T	F	When I don't do well on a test, it is because I did not study hard enough.
35.	T	F	To get most job promotions you need to know the right people.
36.	T	F	Most of the time I can't help doing the things that get me in trouble.
37.	T	F	If I really tried, I could become a class officer.
38.	T	F	Many teachers get angry at students for no good reason.
39.	T	F	Luck has been very important in my life.
40.	T	F	Teachers give low grades to those students who don't work hard enough.
41.	T	F	I don't have much control over what happens to me.
42.	T	F	Many people's problems are caused by bad luck.
43.	T	F	What you get out of school depends entirely upon what you put into it.
44.	T	F	I get blamed for lots of things that really aren't my fault.
45.	T	F	Successful people have simply had better luck than unsuccessful people.
46.	T	F	When I get into trouble, I know pretty well what it is that I did wrong.
47.	T	F	It is easy to get good grades if the teacher likes you.
48.	T	F	Bad luck explains a lot of my misfortunes.
49.	T	F	Most teachers really care about their students.
50.	T	F	Kids get into trouble at school because of other students.

Thank you for your assistance in completing this survey relating to the Career Information Center services in your school, and please return the completed survey form to the test administrator.

CAREER INFORMATION CENTER SURVEY

NAME _____

During the 1975-76 school year, your school has operated a Career Information Center designed to provide vocational-oriented information and and guidance to both students and faculty. The present survey is intended to determine the impact of the Career Information Center upon the overall school program; specifically, the extent of faculty-Center interaction, faculty knowledge of Center services and opinions of those services, and the amount of career-oriented activities in the classroom. You are asked to complete the attached questionnaire and return it in the envelope provided to the Bureau of School Service and Research, University of Washington, no later than May 1, 1976. Please note that Part III is to be completed only by those directly involved in classroom teaching. The analysis of survey data will be completed by the Bureau and your individual responses will remain strictly confidential. Your assistance in this evaluation will be greatly appreciated.

School: _____

Subject(s) Taught (if any): _____

Grade Level(s) Taught (if any): _____

Part I.

1. What change, if any, has occurred in the amount of attention given to career concerns in your classroom this year? [Please circle the number corresponding to your response. Those persons not directly involved in classroom teaching should respond in relation to the school as a whole.]

   1 Decreased

   2 Remained the same

   3 Increased

2. The following is a list of student services provided by the Career Information Center. Please indicate your own level of familiarity with each service by checking (✓) the appropriate response column.

Service	Very Familiar with Service	Aware of Service but not Well Informed	Not Aware of Service
Computer Guidance System ("Mr. Wizard")	____	____	____
Availability of career pamphlets and other materials	____	____	____
Career Counseling with Career Information Center staff	____	____	____
Vocational or career testing (e.g., OVIS, ASVAB)	____	____	____
Availability of job placement information in the Center	____	____	____
Career-oriented field trips sponsored by the Center	____	____	____

Part II. For the questions that follow, select a single whole number which most closely approximates your response. Indicate your selection by placing the number in the space to the right of the scale.

1. How often have you been encouraged to visit your school's Career Information Center by either Center personnel or other school personnel?

   Never 0__1__2__3 Quite Often _____

2. How often have you actually visited the Career Information Center?

   Never 0__1__2__3 Quite Often _____

3. How often have you referred students to the Career Information Center for vocational guidance or other career-related information?

   Never 0__1__2__3 Quite Often _____

4. To what extent have your contacts with the Career Information Center personnel been initiated by you (rather than by Center personnel)?

   Not at All 0__1__2__3 Entirely _____

5. How much of an impact do you feel the Center has had in creating a career awareness at your school?

   None 0__1__2__3 Quite a Bit _____

Part III. Please respond to the following questions if you are directly involved in classroom teaching.

1. How much assistance have you received from the Career Information Center in obtaining career-oriented materials for use in the classroom?

   None 0__1__2__3 Quite a Bit _____

2. How often have you conferred with Center personnel specifically for the purpose of obtaining help in relation to career activities in the classroom?

   Never 0__1__2__3 Quite Often _____

3. How often do you attempt to incorporate career concepts and activities into your ongoing classroom curriculum?

   Never 0__1__2__3 Quite Often _____

4. How much of an impact do you feel the Career Information Center has had on the amount of attention given to career concerns in your classroom teaching?

   None 0__1__2__3 Quite a Bit _____

Part IV.

Additional Comments: _____